SUMMARY

CHANISSA PURWANINGRUM. Development Strategy of CIKRA 1 Vocational High School in East Jakarta. Supervised by H. MUSA HUBEIS and DADANG SUKANDAR.

Education is very important for the progress of a nation in this case, the school is a place for young people to get education, so that they can compete in the world of work. Educational institutions, especially formal education, compete to be the best in terms of the quantity and quality of graduates, students, and education personnel. The school gets an excellent or "A" accreditation, because it is measured by the quality of schools in providing public sector services and very good assessment of the eight standards of accreditation instruments. Currently CIKRA 1 Vocational School (SMK) has an "B" accreditation value. Therefore, in this study, CIKRA 1 Vocational High School can prepare the right strategy in improving school accreditation in the coming years. The study used descriptive analysis with qualitative and quantitative methods through Forum Group Discussion (FGD), direct interviews with questionnaires to five experts and direct observation in the chosen field. From the accreditation standard data, there were strategic factors in the development of SMK CIKRA 1 Jakarta schools based on in-depth interviews with internal parties (coming from SMK CIKRA 1 Jakarta and external parties (School Supervisors).

The results of the questionnaires and interviews were then considered by experts to analyze internal and external factors which are then analyzed using the External Factor Evaluation (EFE) and Internal Factor Evaluation (IFE) Matrix and IE Matrix (Internal / External) for analysis of school conditions, as well as SWOT analysis (Strengths-Weaknesses-Opportunities-Threats) to determine choice of strategy and followed by Quantitative Strategic Planning Matrix (QSPM) to determine strategy priorities. From the IFE Matrix analysis, the total value of internal critical factors is 2.4028 and from the EFE Matrix, the total value of the external factor is 2.3600. This shows that the school strategy has been well planned to meet the opportunities and defend itself from external environmental threats and shows CIKRA 1 Vocational School is not weak against its competitors. After the IFE / EFE Matrix analysis, the current position of CIKRA 1 Jakarta Vocational High School with IE Matrix is determined. This matrix shows the position of CIKRA 1 Vocational School based on the results of IFE and EFE analysis so that CIKRA 1 Vocational School is in cell V (Stability) average position, which is neither strong nor weak internally or externally. This stage is in the hold and maintain position, which means that CIKRA 1 Vocational School requires a strategy to maintain and maintain its position. The strategy that can be applied by CIKRA 1 SMK is the strategy of market penetration and product development. Based on the results of the IE analysis, a SWOT Matrix was made which contained an analysis of strength and opportunity strategy (SO), analysis of strategy weaknesses and opportunities (WO), strength and threat strategy analysis (ST) and strategy analysis of weaknesses and threats (WT). SO Strategy: Conduct promotional activities and tuition fees that can be paid in installments. WO Strategy: (1) Conducting student and teacher self-development activities, (2) Optimizing the 2013 curriculum implementation. ST Strategy: Providing
Compensation comparable to other schools. WT Strategy: Improving school facilities and infrastructure.

QSPM analysis produces five alternative strategies in the development of CIKRA 1 Jakarta Vocational High School, namely Strategy I, conducting promotional activities and education costs that can be paid in installments; Strategy II, conducting student and teacher self-development activities; Strategy III, optimizing the implementation of the 2013 curriculum; Strategy IV, improving school facilities and infrastructure; Strategy V, provides compensation comparable to other schools. Furthermore, from the five strategies determined the relative attractiveness of the experts to show the main strategy and obtained Priority I is to conduct promotional activities and education costs that can be paid in installments with a TAS value = 5.31; Priority II is optimizing the implementation of the 2013 curriculum TAS = 5.26; Priority III is to improve school facilities and infrastructure with a TAS value = 5.19; Priority IV is to provide compensation comparable to other schools with a TAS = 5.10; Priority V is to conduct self-development activities for students and teachers with TAS = 5.08.

Managerial implications that can be done by CIKRA 1 Vocational School to improve school accreditation based on QSP matrix analysis with the First Strategy, are to conduct promotional activities and education costs that can be paid in installments. CIKRA 1 Vocational School can apply financing that can be paid in installments and is relatively affordable for middle to lower class people. There is only a slight increase in the cost of school uniform clothes. The second strategy is to optimize the implementation of the 2013 curriculum, teachers can implement the 2013 curriculum properly. The third strategy is to improve school facilities and infrastructure. This strategy can be implied by managing school operational assistance funds appropriately every year. The fourth strategy is to provide compensation that is comparable to other schools. Teacher's hourly salary is comparable to other schools in Jakarta and social security such as health facilities, as well as holiday allowances for teachers and employees as applied to other schools. The fifth strategy is to conduct self-development activities for students and teachers. This strategy can be applied by carrying out an activity to train students both in skills, attitudes, mental, critical thinking in accordance with the demands of the 2013 curriculum.

Keywords: Accreditation, Education, Development Strategy